

## Washtenaw Community College Comprehensive Report

### ACS 108 Critical Reading and Thinking Effective Term: Fall 2018

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences  
**Department:** Academic Skills  
**Discipline:** Academic Skills  
**Course Number:** 108  
**Org Number:** 11100  
**Full Course Title:** Critical Reading and Thinking  
**Transcript Title:** Critical Reading and Thinking  
**Is Consultation with other department(s) required:** No  
**Publish in the Following:** College Catalog , Time Schedule , Web Page  
**Reason for Submission:** Three Year Review / Assessment Report  
**Change Information:**  
**Consultation with all departments affected by this course is required.**  
**Outcomes/Assessment**  
**Objectives/Evaluation**

**Rationale:** Based on assessment report findings and departmental goals, we are updating the course to increase alignment with ACS 107 and streamline objectives.

**Proposed Start Semester:** Fall 2018

**Course Description:** In this course, higher order thinking strategies necessary for the interpretation and evaluation of reading content are refined and expanded. Students will develop critical reading and thinking skills needed in order to comprehend, analyze and interpret college-level materials as well as materials they encounter in the outside world. Students will develop language proficiency and become independent learners. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 6. The title of this course was previously Problem Analysis and Critical Thinking.

#### Course Credit Hours

**Variable hours:** No  
**Credits:** 4  
**Lecture Hours: Instructor: 60 Student: 60**  
**Lab: Instructor: 0 Student: 0**  
**Clinical: Instructor: 0 Student: 0**  
  
**Total Contact Hours: Instructor: 60 Student: 60**  
**Repeatable for Credit:** NO  
**Grading Methods:** Letter Grades  
Audit  
**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

Reduced Reading/Writing Scores

#### College-Level Math

No Level Required

## **Requisites**

### **Prerequisite**

Academic Reading Level 5; Academic Writing Level 3

## **General Education**

### **Degree Attributes**

Below College Level Pre-Reqs

## **Request Course Transfer**

### **Proposed For:**

Eastern Michigan University  
University of Michigan  
Wayne State University

## **Student Learning Outcomes**

1. Employ critical reading strategies using technological tools to analyze complex text and interpret content.

### **Assessment 1**

Assessment Tool: Departmentally-created reflective research capstone project

Assessment Date: Fall 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: Representative sample of 20% of the enrolled students (approximately 50) selected randomly from the students who finish the capstone project

Number students to be assessed: Approximately 50 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% or higher on the reflective research capstone project

Who will score and analyze the data: Department faculty will score the reflective research capstone project. The data will be analyzed by the department faculty.

2. Develop critical reading and thinking abilities and apply to college level courses and career development.

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Who will score and analyze the data: Departmental faculty will score the reflective research capstone project. Data will be analyzed by departmental faculty.

## **Course Objectives**

1. Incorporate new strategies for critical reading and thinking into all modes of materials, including efficiently using technology.
2. Utilize library databases to identify online reading materials and assess credibility of sources.
3. Analyze and annotate reading passages at the college level.
4. Summarize and paraphrase articles.
5. Synthesize readings and present results using PowerPoint or similar tool.

6. Interpret inferences in critical reading.
7. Evaluate bias and propaganda techniques and distinguish fact from opinion.
8. Analyze and evaluate arguments with evidence.
9. Analyze underlying relationships using visual and verbal techniques.

### New Resources for Course

#### Course Textbooks/Resources

Textbooks  
Manuals  
Periodicals  
Software

#### Equipment/Facilities

Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Jessica Hale</i>	<i>Faculty Preparer</i>	<i>Feb 14, 2018</i>
<b>Department Chair/Area Director:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Feb 19, 2018</i>
<b>Dean:</b> <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Feb 20, 2018</i>
<b>Curriculum Committee Chair:</b> <i>David Wooten</i>	<i>Recommend Approval</i>	<i>Mar 05, 2018</i>
<b>Assessment Committee Chair:</b> <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Mar 06, 2018</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Mar 07, 2018</i>